DOCUMENT RESUME

ED 291 088 CS 211 034

AUTHOR Stoneberg, Bert, Jr.
TITLE Analytic Trait Writing Assessment: A Report to the School Board, 1986-1987.
INSTITUTION Greater Albany Public School District 8J, OR.
PUB DATE Aug 87
NOTE 36p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Elementary Secondary Education; Grade 5; Grade 7; Grade 9; Grade 11; *Student Writing Models; Writing (Composition); *Writing Evaluation; Writing Processes; Writing Skills
IDENTIFIERS *Analytic Scoring; Evaluation Reports; Writing Samples

ABSTRACT

Under the leadership of the Language Arts Curriculum Committee, the Greater Albany (Oregon) Public Schools conducted a district assessment of writing skills of students in grades 5, 7, 9, and 11, using the "analytic trait scoring" method (ATS). The testing procedure conformed to the writing process implemented through the district's Real Writing Project, and student papers were scored by teachers on six traits that comprise good writing: ideas and content, organization and development, voice, word choice, sentence structure, and writing conventions. Four testing sessions, each on a different day, were required. The first session introduced the topic and encouraged prewriting activities. In the second session students wrote a rough draft, while revising took place at the third session. The fourth session was used to write a final copy. Average scores for the analytic traits at each grade level, with the exception of the voice trait in grade 11, indicated that student papers were such that observed strengths generally balanced observed weaknesses, i.e., that student writing skills were developing as reasonably expected at their respective grade levels. (Writing samples and scores are presented for each level, as well as charts showing the percentages of strengths and weaknesses of the writing traits. Analytic rating guides for each writing trait, summary results tables for each level, a sample test, and judge scoring sheet are appended.) (MM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED291088

Analytic Trait Writing Assessment

A Report to the School Board

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Bert Stoneberg, Jr.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

1986-87

Greater Albany Public School District 8J
Dr. Robert H. Williams, Superintendent
Dr. Bert Stoneberg Jr., Program Evaluator

CS211034

GREATER ALBANY PUBLIC SCHOOL DISTRICT No. 8J
Language Arts Curriculum Committee

ANALYTIC TRAIT WRITING ASSESSMENT
1986-87

TABLE OF CONTENTS

INTRODUCTION 1

ANALYTIC TRAIT SCORING 1

ASSESSMENT AND SCORING PROCEDURES 2

GENERAL DISTRICT RESULTS 3

FIFTH GRADE
- Results 4
- Writing Samples 5

SEVENTH GRADE
- Results 7
- Writing Samples 7

NINTH GRADE
- Results 10
- Writing Samples 11

ELEVENTH GRADE
- Results 12
- Writing Samples 13

SUMMARY 17

APPENDICES
- A - Analytic Trait Scoring Rubric 19
- B - Sample Student Printout 25
- C - Sample Page of School Printout 26
- D - Grade Level Data Tables 27
- E - The Assessment Instrument..... 31

GREATER ALBANY PUBLIC SCHOOL DISTRICT No. 8J
Language Arts Curriculum Committee

ANALYTIC TRAIT WRITING ASSESSMENT
1986-87

INTRODUCTION

In Spring 1987, the Greater Albany Public Schools, with the leadership of the Language Arts Curriculum Committee, conducted a district assessment of writing skills of students in the 5th, 7th, 9th and 11th grades. This was the first district writing assessment to use the "analytic trait scoring" method (ATS). That is, it was the district's first attempt to distinguish major components (traits) of good writing, to define each component as part of a scoring guide, and to score papers on those components individually. This report both introduces the concept of analytic trait scoring and summarizes highlights from the 1986-87 analytic trait writing assessment.

The district's Language Arts Curriculum Committee has conducted a writing assessment for several years, but the student papers were scored "holistically." Holistic (i.e., general impression) scoring assigned a single score on a 4-point scale to each paper. A paper strong on ideas but weak in sentence structure received a single holistic score that "hid" the difference between these two traits. The Language Arts Curriculum Committee wanted more specific information than was available through holistic scoring. The Committee's desire for a comprehensive, diagnostic profile of student performance was the driving consideration for the decision to conduct an analytic writing assessment.

Analytic trait scoring (ATS) offers important instructional advantages. The comprehensive, well-defined scoring guide is in effect a statement about what constitutes quality writing. ATS helps both teachers and students understand what qualities are important in good writing and how student writing is evaluated. It helps teachers design writing instruction based on the qualities they wish students to demonstrate. Finally, ATS provides teachers, students and parents with a vocabulary for talking about writing and for organizing writing instruction.

ANALYTIC TRAIT SCORING

There are several different assessment models that use variations of the analytic trait scoring method. In 1985, the Oregon State Department of Education adopted a model for the statewide writing assessment that was developed by the Beaverton (Oregon) School District. The Language Arts Curriculum Committee determined that the Beaverton model addressed the writing traits district teachers wished to score, and that adoption of this model would provide our students with relevant preparation for the state writing assessment. The Committee also found that experts in the Beaverton model were readily available to train our staff in the analytic trait scoring process.

The Beaverton model, the Oregon model, and now the Greater Albany model, focuses on six writing traits. They are:

- Ideas and Content
- Organization and Development
- Voice (Style)
- Word Choice
- Sentence Structure (Syntax)
- Writing Conventions (Grammar, Punctuation, Spelling, Usage, Capitalization and Paragraphing).

The scoring guide (i.e., the rubric) is reprinted in Appendix A. The rubric incorporates six distinct traits, each of which is scored separately. Each trait is defined at the 5, 3 and 1 score levels. For the 1986-87 writing assessment the district used a 5-point rating scale, with 5 high. Raters were also permitted to assign intermediate scores such as 4 and 2. The rationale for limiting the rubric definitions to three levels was to provide a reasonably compact model that would not be overly cumbersome in scoring or in classroom instruction. [Readers who are unfamiliar with the rubric will find it beneficial to look through Appendix A before reading further.]

The five levels of the scoring rubric do NOT correspond in any way to the letter grades of A, B, C, D and F. To view them in this fashion would lead to serious misinterpretation of the results and would distort the spirit of the assessment. An analytic trait assessment, unlike some forms of writing assessment, is not judgmental in nature. It is DIAGNOSTIC. The purpose was to identify the strengths and weaknesses in student writing at various levels. To make an appropriate interpretation, consider that at the 3 level, strengths and weaknesses approximately balance. At the 4 level, strengths begin to outweigh weaknesses, and at the 5 level, strengths predominate. Conversely, at the 2 level, weaknesses outweigh strengths somewhat, and at the 1 level, weaknesses predominate. Keep in mind too that any student may receive a very different score on each of the traits.

ASSESSMENT AND SCORING PROCEDURES

Test Administration. Students in the 5th, 7th, 9th and 11th grades took the writing test May 11-22, 1987. Students wrote in response to the following prompt:

> Think of a special friend you have, did have once, or would like to have in the future. What are some things about this person that make you value his or her friendship? This person might have had some particularly good qualities, a special personality, or might have been especially helpful to you, or just have been enjoyable company. In your writing, be sure to include these things:
>
> - name the friend;
> - tell what it is about the person that is so important to you;
> - use specific examples that show why you value this person's friendship.

Testing conformed to the writing process implemented through the district's Real Writing Project. Four testing sessions, each on a different day, were required. The first session (15 to 30 minutes) was used to introduce the topic and to encourage students into prewriting activities. The second session (about 45 minutes) was used for students to write a rough draft. The third session was used to revise the rough draft. The fourth session was used for students to write the final copy applying their best penmanship skills. Students could work with others (teachers, students, parents, etc.) during the prewriting phase, but were expected to work alone beginning with the second session.

Raters/Judges. The raters were all Albany language arts teachers who had participated in a concentrated training program to learn about the analytic trait scoring model. In addition to this initial training, readers took part in a 3-hour refresher session to give them additional practice before actually undertaking the task of scoring the student papers. Moreover, throughout the scoring process the readers held several brief training periods to ensure that they were continuing to function as a team. The judges, who volunteered to score the papers as a 280-hour summer curriculum project, included Jan Bateman (SAHS), Francy Bozarth (NAMS), Sandra Durfee (Memorial), Nancy Fairchild (WAHS), Carol Forslund (Waverly), Karen Hamlin (NAMS), Mary Klages (Lafayette) and Margaret Longwell-Oder (Crabtree).

Scoring. Each paper was scored twice, by two separate raters working independently. Judges were encouraged to score traits in any order they wished, and to refer often to the rubric for assistance in rating the papers. Rater 2 did not know what scores had been assigned by Rater 1. Each paper received six scores (one for each of the six traits) from each rater. These pairs of scores were then averaged to produce final scores for each of the six traits. Scores for separate traits were NOT totalled to produce an overall holistic score; that would defeat the purpose of the analytic approach which is to specify strengths and weaknesses in student writing trait by trait.

Reporting. Assessment reports were returned to the schools in the fall, giving results at the student, teacher and building levels. An individual computer printout showing scores for all six traits was prepared for each student who completed a scoreable paper (see Appendix B for an example printout). Printouts for 5th grade students were sent to the middle school where they attend. A printout list of student scores was prepared for each teacher who submitted a set of test papers; however, no data analyses were conducted at the teacher level. A six-page building printout, one trait per page, was prepared for each school (see Appendix C for an example page). Finally, this report was prepared for the Language Arts Curriculum Committee.

GENERAL DISTRICT RESULTS

The four grade level writing profiles showing relative strengths and weaknesses on the six analytic traits are presented on Exhibit 1. Two trends were noted. First, each grade level had an upward blip on the Voice (V) trait and a downward blip on the Organization and Development (Og) trait. Otherwise, the profile at each grade level was relatively level on the remaining traits of Ideas and Content (Id), Word Choice (Wd), Sentence Structure (Sn) and Writing Conventions (Wr). Second, although the profiles

were similar in shape, each grades' profile was slightly higher than that of the next younger grade. Exhibit 1 exaggerates, for discussion purposes, the differences between the trait scores and between the grade level profiles. Papers were rated using a scale from 1.00 to 5.00; Exhibit 1 shows only the range from 2.70 to 3.60, about 25% of the total range.

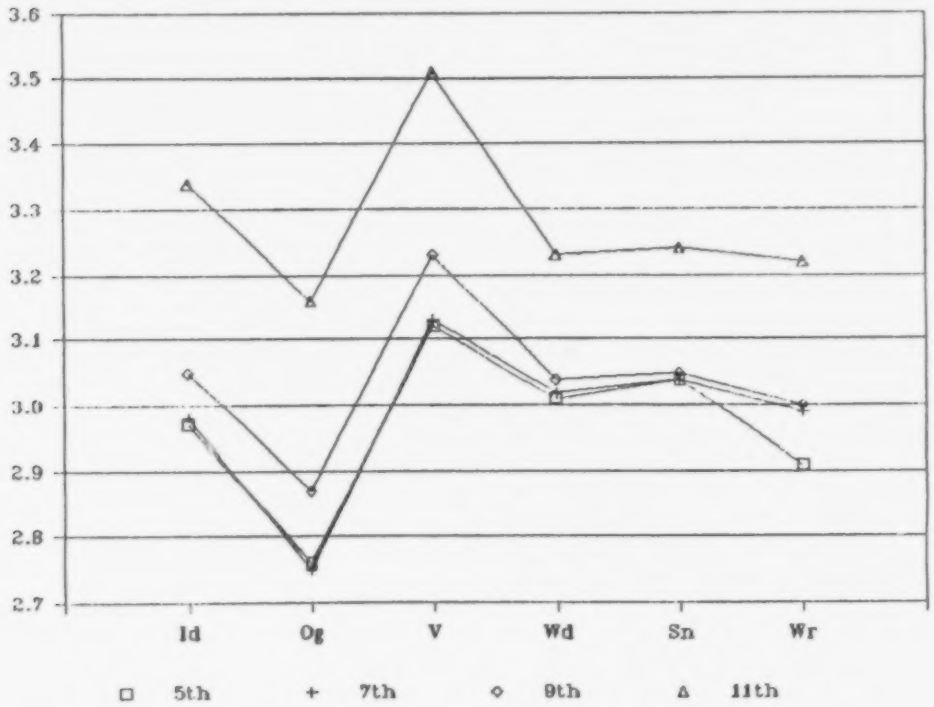

EXHIBIT 1. AVERAGE SCORES OF 5th, 7th, 9th AND 11th GRADE STUDENTS ON THE SIX ANALYTIC TRAIT FOR 1986-87.

Complete tables showing the distributions of student scores on each of the analytic traits are found in Appendix D, one table for each grade level.

FIFTH GRADE

Results. Scores could range from 1.00 to 5.00. The 5th grade average scores for the district on the six analytic traits for the 5th grade ranged from a low of 2.76 to a high of 3.12: Ideas and Content (Id) was 2.97; Organization and Development (Og) was 2.76; Voice/Style (V) was 3.12; Word Choice (Wd) was 3.01; Sentence Structure (Sn) was 3.04 and Writing Conventions (Wr) was 2.91. All of these trait scores fall in the range of 2.51 to 3.49 which defines an average performance where the strengths in the papers balance the weaknesses.

For each of the analytic traits, the percentage of papers where strengths outweighed weaknesses, where strengths balanced weaknesses and where

weaknesses outweighed strengths was computed. These percentages for the 5th grade are shown on Exhibit 2. The percentage of papers where strengths outweighed weaknesses on a particular trait was highest in Sentence Structure and lowest in Organization and Development. The percentage of papers where weaknesses outweighed strengths on a particular trait was highest in Organization and Development and lowest in Voice.

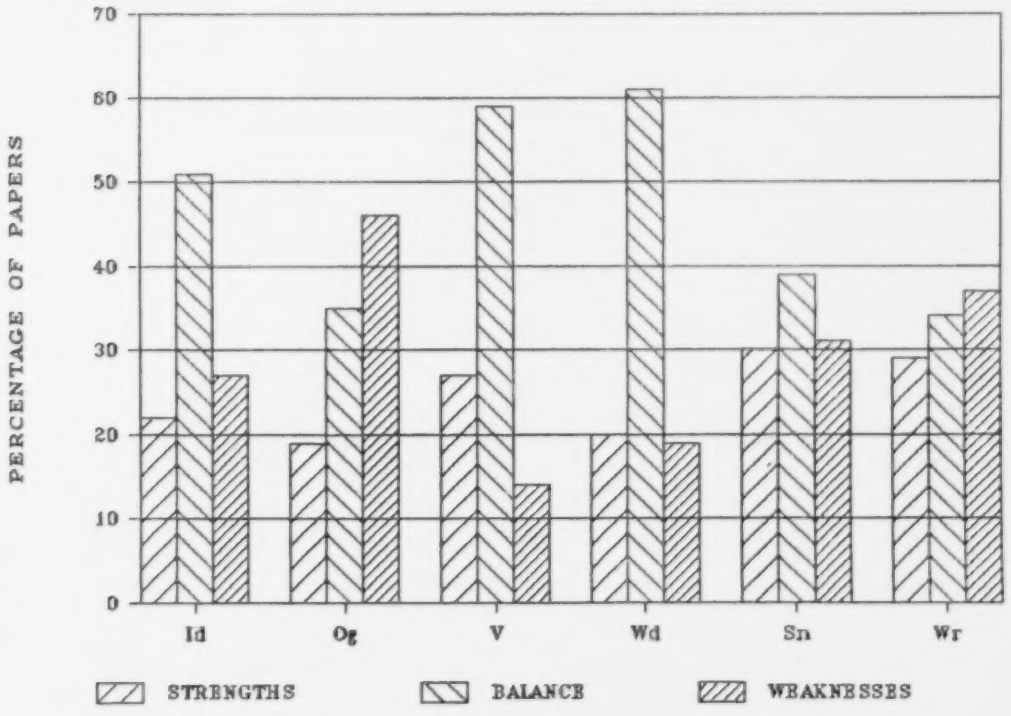

EXHIBIT 2. PERCENTAGE OF 5th GRADE PAPERS WHERE a) STRENGTHS OUTWEIGH WEAKNESSES, b) STRENGTHS BALANCE WEAKNESSES AND c) WEAKNESSES OUTWEIGH STRENGTHS ON EACH ANALYTIC TRAIT, 1986-87.

Writing Samples. The panel of readers selected one typical 5th grade paper where strengths generally balanced weaknesses and two strong 5th grade papers for anonymous inclusion in this report. Here are the three papers. Each paper is followed by the ratings from both readers, and the assigned score.

** Sample 5A:

My friend is [Name]. He is fun to be around with because he does the funniest things! He likes to play with dogs just like me. He has a dog and her name is Percilla. [Name] is very trustworthy because when I tell him a secret he doesn't tell anyone. I have faith in [Name] like when he thinks he can't do somthing I always tell him he can do it and he does.

[Name] and I almost like the same things we both like dogs. I have known [Name] ever sence kindergarton. I've gotten in many fights with [Name] but we always get back together. He has lots of other friends and so do I but we all stick around together. I think he is so cool because whenever I want to do somthing he wants to do the same thing somtimes. When I don't want to do somthing most of the time he agrees with me. I think [Name] is real funny because when I tell him a domb joke he laughs at it. Somtimes when I tell a funny joke he says I don't get it and starts making funny faces

5A -	Id	Og	V	Wd	Sn	Wr
Judge 1:	3.00	2.00	3.00	3.00	3.00	3.00
Judge 2:	3.00	3.00	3.00	3.00	3.00	2.00
Score:	3.00	2.50	3.00	3.00	3.00	2.50

** Sample 5B:

My friend's name is [Name]. She lives in Seattle, Washington, and has three sisters and one brother.

I really like [Name] alot one of the reasons why I like her is because she does lots of fun things with me. I remember the time when she spent the night at my house, and we went into my brother's bedroom and painted his face with red paint. That was really funny because he thought my mom did it.

Another reason why I like [Name] is because she has good manners. [Name] is never selfish and unkind around other people and she almost always shares. Whenever I ask her what she wants to do she either says she doesn't know or doesn't care or she asks me what I want to do. I think she is really nice.

One other reason why I like [Name] is because she does exciting things. One time when we went to the park, there where some boys putting off fireworks and they weren't supposed to be doing it. So [Name] and her sister crawled up behind the boys and took their firelighter and climbed back to us. We took it and burried it. It was really funny when the boys found out that their firelighter wasn't there. I know it wasn't the best thing to do but it was funny. And those are some of the reasons why I lik [Name].

5B -	Id	Og	V	Wd	Sn	Wr
Judge 1:	4.00	4.00	4.00	4.00	4.00	3.50
Judge 2:	5.00	4.00	4.00	3.00	4.00	4.00
Score:	4.50	4.00	4.00	3.50	4.00	3.75

** Sample 5C:

My grandfather, who was on my father's side of the family, was the funny type. He was also serious enough to enforce manners though. We had many memorable together, whether it was to San Simeon (Hearst Castle) or to Disneyland.

I have valued his friendship ever since I was young and confused. When I was first born and he and my grandmother came to visit, he immediately rushed into the house so would be the first one to see me. Since that first time he saw me he and I have been very close friends. We would do things that I never cared for but went along with and found that I enjoyed. We would spend much time talking, laughing, and even playing board games.

Then one morning when I was at my other grandparents' house in eastern Oregon, I woke up, where I slept downstairs, to hear voices up above. I climbed the stairs and opened the door to the family room. My family and

grandparents were sitting there with depressed looks on their faces. They told me that my other grandmother had called and said that my grandfather was in the hospital as a result of a heart attack. We had a quick breakfast and started packing to go home. I was worried as well as shocked at the news.

My grandfather died the day after his birthday in March. I was in misery for days to come. I can still remember him and our special times, and I will never, ever forget them.

5C -	Id	Og	V	Wd	Sn	Wr
Judge 1:	4.00	4.00	5.00	4.00	4.00	4.00
Judge 2:	5.00	4.00	5.00	4.00	5.00	5.00
Score:	4.50	4.00	5.00	4.00	4.50	4.50

SEVENTH GRADE

Results. Scores could range from 1.00 to 5.00. The 7th grade average scores for the district on the six writing traits for the 7th grade ranged from a low of 2.75 to a high of 3.13: Ideas and Content (Id) was 2.98; Organization and Development (Og) was 2.75; Voice/Style (V) was 3.13; Word Choice (Wd) was 3.02; Sentence Structure (Sn) was 3.04 and Writing Conventions (Wr) was 2.99. All of these trait scores fall in the range of 2.51 to 3.49 which defines an average performance where the strengths in the papers balance the weaknesses.

For each of the six traits, the percentage of papers where strengths outweighed weaknesses, where strengths balanced weaknesses and where weaknesses outweighed strengths was computed. These percentages for the 7th grade are shown on Exhibit 3. The percentage of papers where strengths outweighed weaknesses on a particular trait was highest in Voice and lowest in Word Choice. The percentage of papers where weaknesses outweighed strengths on a particular trait was highest in Organization and Development and lowest in Voice.

Writing Samples. The panel of readers selected one typical 7th grade paper where strengths generally balanced weaknesses and two strong 7th grade papers for anonymous inclusion in this report. Here are the three papers. Each paper is followed by the ratings from both readers, and the assigned rating.

** Sample 7A:

My best friends is [Name], I think he's one of the best friends I've ever had.

His good qualities are that he's honest, nice, and always keeps a promise. When I need to borrow something from him, theres no questions asked, he just hops on his bike and brings whatever I need over. [Name] has a nice personality but has a short temper, "Must be Irish"!

If I get in trouble and have to do sentances or stay after school, he'll always help me. He also helps me on my paperoute, and I help him too.

[Name] is funny, he's also kind of shy, but around me he's never shy. When I'm bored, I call him and we go ride our scooters around. If I get in a jam where I need some fast money he'll always lone me some. [Name] is the the best friend I ever had.

7A -	Id	Og	V	Wd	Sn	Wr
Judge 1:	3.00	3.00	3.00	3.00	3.00	3.00
Judge 2:	3.00	3.00	3.00	3.00	3.00	3.00
Score:	3.00	3.00	3.00	3.00	3.00	3.00

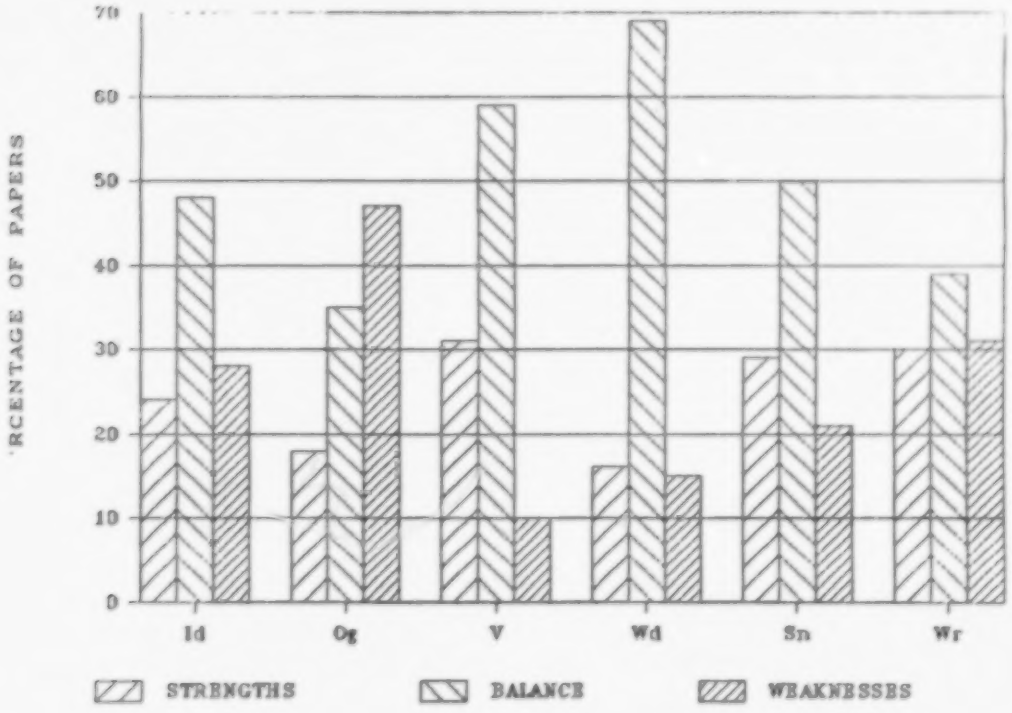

EXHIBIT 3. PERCENTAGE OF 7th GRADE PAPERS WHERE a) STRENGTHS OUTWEIGH WEAKNESSES, b) STRENGTHS BALANCE WEAKNESSES AND c) WEAKNESSES OUTWEIGH STRENGTHS ON EACH ANALYTIC TRAIT, 1986-87.

** Sample 7B: Lady, a True Story

Years ago, when I was five years old my grandma had a Boston bullterrier named Lady. I loved that dog with all my heart. She had such an interesting personality, she was practicly human. Every spring my grandpa plants corn, she used to cover the furrous before he planted the seed. When the corn was ripe (if noone would do it for her) she would tear down a stalk and husk an ear of her own. Every morning she had to have a cup of coffee and a doughnut. She would also act as an alarm clock. Every morning she would sit by the bedside and howl until you got up.

As years passed she grew old, but more and more lovable each day. Although hearing loss had impared her senses, she was still the same old Lady. She gave up corn husking when she could handle nothing but soft food, but the

coffee remained. Lady's favorite spot was on the gravel entrance to our back porch because there was always a sunny spot in which to lay. Then, one day grandpa was coming up the drive, when Lady waddled out in front of the oncoming truck. It didn't stop for her. Then Lady was gone. She was 18 years old and deaf when she died beneth the truck's crushing wheels. Seven years have passed since then, Grandma has never loved any other dog, until about 2 months ago that is. Grandpa had been reading the paper when he saw and ad for puppies, he thought a puppy might cheer grandma, so the next day when he and grandma were coming home from town he turned down the road the puppies were on (Grandma had no idea what was going on). When they arrived a woman welcomed them into the house. Grandma was more than cheered when she saw them, she fell in love. They were Boston bull terrier puppies. The ones grandma loves so dearly.

7B -	Id	Og	V	Wd	Sn	Wr
Judge 1:	5.00	5.00	5.00	5.00	5.00	5.00
Judge 2:	5.00	4.00	5.00	5.00	4.00	3.00
Score:	5.00	4.50	5.00	5.00	4.50	4.00

** Sample 7C: My Best Friend

Through the years I have had many best friends. Most of them have become too good for me and suddenly they would leave me all alone. After awhile I didn't trust anyone, and I went into a nutshell. I was known as "shy [Name]". One day my friend [Name] called and asked me to come over. Though I had been born and raised with her, we had never been best friends. I soon realized that when I was hurting, I would forget about [Name] who was always there for me. [Name] and I soon became best friends, and we will always there for each other; we still are. Everyone sees our differences, and says, "How can you be friends" but somehow we manage, and somehow were alike. There are so many times we laugh and giggle until we can't because our sides hurt so much. Other times we cry until we can't cry any more.

When we were little, I don't remember alot about it, but I remember running free as a wildflower in a grass field, then picking pears and having juice run down our faces. When we grew older, we decided we were old enough to bake a cake. It was a doubbel cake box recipie. Instead of putting one cup of water each, we both put two cups of water in. To not ruin the cake we had to run down to the store and buy two more boxes of cherry cake. Both of our familys have never eaten a cherry cake since.

Lately, [Name] and I are together so much that people think we live together. That's almost true. [Name] calls my mom "Mom," and I call her mom "Mom." All of our lives we've been friends, but even now when we're best friends we never fight. We except each other for who we are, no matter what our faults and differences are. That's why we're such good friends. [Name] is two years older than I am, and always watches me like a hawk when ever we're away from grown-ups. (Which is quite alot.) That makes her my mom, my sister, and my best friend ever!

7C-	Id	Og	V	Wd	Sn	Wr
Judge 1:	5.00	5.00	5.00	5.00	5.00	5.00
Judge 2:	5.00	5.00	5.00	5.00	5.00	5.00
Score:	5.00	5.00	5.00	5.00	5.00	5.00

NINTH GRADE

Results. Scores could range from 1.00 to 5.00. The 9th grade average scores for the district on the six traits for the 9th grade ranged from a low of 2.87 to a high of 3.23: Ideas and Content (Id) was 3.05; Organization and Development (Og) was 2.87; Voice/Style (V) was 3.23; Word Choice (Wd) was 3.04; Sentence Structure (Sn) was 3.05 and Writing Conventions (Wr) was 3.00. All of these trait scores fall in the range of 2.51 to 3.49 which defines an average performance where the strengths in the papers balance the weaknesses.

For each of the analytic traits, the percentage of papers where strengths outweighed weaknesses, where strengths balanced weaknesses and where weaknesses outweighed strengths was computed. These percentages for the 9th grade are shown on Exhibit 4. The percentage of papers where strengths outweighed weaknesses on a particular trait was highest in Voice and lowest in Word Choice. The percentage of papers where weaknesses outweighed strengths on a particular trait was highest in Organization and Development and lowest in Voice.

EXHIBIT 4. PERCENTAGE OF 9th GRADE PAPERS WHERE a) STRENGTHS OUTWEIGH WEAKNESSES, b) STRENGTHS BALANCE WEAKNESSES AND c) WEAKNESSES OUTWEIGH STRENGTHS ON EACH ANALYTIC TRAIT, 1986-87.

Writing Samples. The panel of readers selected one typical 9th grade paper where strengths generally balanced weaknesses and two strong 9th grade papers for anonymous inclusion in this report. Here are the three papers. Each paper is followed by the ratings from both readers, and the assigned score.

** Sample 9A:

I have a very special friend named [Name]. She is the idea friend for any one who needs a shoulder to cry on, or someone who just wants to talk. She is always there when you need her. [Name] has a special personality like no body else. She is always willing to help you through anything. She is very helpful to have around.

I like to have a special friend who is just enjoyable to be around. [Name] is that special friend. She always has a big fat smile on her face. She always makes you have a good time. When your feeling down, [Name] is always there to cheer you up.

[Name] is also very generouse. She is not stingy with anything. If you need something, you've got it when [Name] around.

I also like to have honesty and trust in a friendship. [Name] is very honest. I have never once heard a lie come out of her mouth. I can trust [Name] very much. If I had to leave something very important to me with someone [Name] would be the person to hold it for me.

She always has something nice to say. If she doesn't have anything nice to say then she doesn't say it at all. That is my idea of a great friend. I love her and don't want to lose her. I am very lucky to have her.

9A -	Id	Og	V	Wd	Sn	Wr
Judge 1:	3.00	3.00	3.00	3.00	3.00	3.00
Judge 2:	3.00	3.00	3.00	3.00	3.00	3.00
Score:	3.00	3.00	3.00	3.00	3.00	3.00

** Sample 9B: Friendship

Friendship is an essential part of life. It takes practice and hard work to be a good friend. [Name] was a person who displayed good friendship qualities to me.

[Name] and I had many common interests. We both enjoyed sports very much. Playing softball during P.E. was our favorite activity. We were both involved in 4-H. We participated in the sewing and lamb competitions. We both enjoyed having food fights in the school cafeteria. Shooting peas off of our spoons was the way that we started these fights.

We really enjoyed doing things together. We used to go swimming in a waterhole during the summer. We enjoyed trying to catch fish with our bare hands. We liked jumping rope together during recess at school. Our favorite rhymes were "H.E.L.P.!" and "Registration". We had a lot of fun snow-sledding down a steep hill near her house. The only problem was that we had to trudge back up the hill, pulling our sleds along with us.

We had to consider each other's feelings. We had a few situations where we had to be careful of our actions and attitudes toward each other. This is important so that you don't offend the other person. One time, at the county fair, my lamb got a blue ribbon and [Name] got a white ribbon. I had to be sure that I didn't brag about my lamb, for I didn't want [Name] to feel bad.

Another time, when an old friend of [Name] came to visit her, I was sort of left out of the fun. [Name], upon realizing this, strived harder to include me in the activities.

Good friends generally share common interests, like doing things together, and consider each other's feelings. We all need to try to achieve these qualities in our friendships.

9B -	Id	Og	V	Wd	Sn	Wr
Judge 1:	4.00	4.00	4.00	4.00	5.00	5.00
Judge 2:	5.00	5.00	3.00	4.00	4.00	5.00
Score:	4.50	4.50	3.50	4.00	4.50	5.00

** Sample 9C: My Best Friend

The best friend I ever had was a boy by the name of [Name]. I first met [Name] when my family and I moved to Houston, Texas. He came over to see who was moving in down the street. Then right there we became good friends. We were in the same grade at the same school. We spent most of our recesses together. After school we'd go home and get something to snack on. Then we would go and spend most of our time in a wooded area near our homes. There we built forts, made trails, and camped out there in the summer. Sometimes we would go hunting for pop cans and bottles. One day we saved enough money that we decided to go to an amusement part with the money we had saved. That day we had so much fun that we would never forget it. A couple days after that my dad told me that we were moving. I waited a few days to tell [Name] because I wanted everything to go as usual. But then I had to tell him that I was leaving in a few days. Without telling me, he gave a party and invited all our friends. After everyone else had left I decided to go home to because it was 2 a.m. in the morning. As I steped out the door I turned, [Name] told me I was the best friend he ever had.

9C -	Id	Og	V	Wd	Sn	Wr
Judge 1:	5.00	5.00	5.00	5.00	5.00	4.00
Judge 2:	5.00	5.00	4.00	5.00	5.00	4.00
Score:	5.00	5.00	4.50	5.00	5.00	4.00

ELEVENTH GRADE

Results. Scores could range from 1.00 to 5.00. The 11th grade average scores for the district on the six analytic traits for the 11th grade ranged from a low of 3.16 to a high of 3.51: Ideas and Content (Id) was 3.34; Organization and Development (Og) was 3.16; Voice/Style (V) was 3.51; Word Choice (Wd) was 3.23; Sentence Structure (Sn) was 3.24 and Writing Conventions (Wr) was 3.22. All of these trait scores except for Voice fall in the range of 2.51 to 3.49 which defines an average performance where the strengths in the papers balance the weaknesses. On average, the strengths of papers slightly outweighed weaknesses on the Voice trait.

For each of the six traits, the percentage of papers where strengths outweighed weaknesses, where strengths balanced weaknesses and where weaknesses outweighed strengths was computed. These percentages for the 11th grade are shown on Exhibit 5. The percentage of papers where strengths

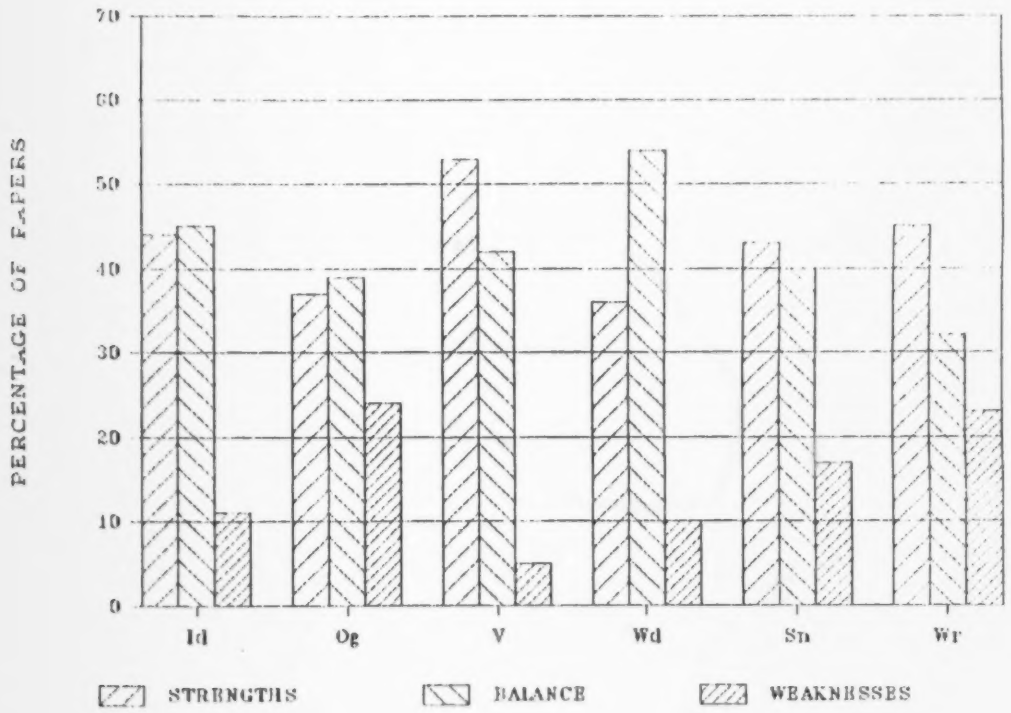

EXHIBIT 5. PERCENTAGE OF 11th GRADE PAPERS WHERE a) STRENGTHS OUTWEIGH WEAKNESSES, b) STRENGTHS BALANCE WEAKNESSES AND c) WEAKNESSES OUTWEIGH STRENGTHS ON EACH ANALYTIC TRAIT, 1986-87.

outweighed weaknesses on a particular trait was highest in Voice and lowest in Sentence Structure. The percentage of papers where weaknesses outweighed strengths on a particular trait was highest in Organization and Development and lowest in Voice.

Writing Samples. The panel of readers selected one typical 11th grade paper where strengths generally balanced weaknesses and two strong 11th grade papers for anonymous inclusion in this report. Here are the three papers. Each paper is followed by the ratings from both readers, and the assigned score.

** Sample 11A:

My very special friend I am going to tell you about in this essay your about to read is [Name].

[Name] and I have been friends for about six years now and have never got into a fight about anything but we have had a few arguements but we never yell or scream at each other about it and most the time they were really stupid and never resulted in our friendship spliting up.

The reason I like [Name] is because he is honest, truthfull, trustworthy and has a very good atitude. When ever something goes wrong for me he is

allways there to help me and I will do the same for him. He is the friend I trust the most, I can tell him a secret and I know it will be safe with him and we can talk to each other about important personal things and listen to each other with understanding. For six years we have never stole from each other or hurt each other in any way.

[Name] and I allways did everything together and kind of still do, when I say kind of still do I don't mean we aren't as good of friends as we have been because we still are but I'm still in school, he has graduated and now has a full time job but I am happy for him in accomplishing both those things but ever since that has happend we don't have as much time to spend together but when ever we both have the time to go out and do thing together we do and we allways have fun.

I would never give up the friendship I have with [Name] and I know he wouldn't either and I don't think it would ever happen because we have been friends for along time and have never once had any reason or desire to end our friendship. If anything ever happend to end our friendship it would be one of the most sad times in my life.

11A -	Id	Og	V	Wd	Sn	Wr
Judge 1:	3.00	3.00	3.00	3.00	2.00	2.00
Judge 2:	3.00	3.00	3.00	3.00	3.00	3.00
Score:	3.00	3.00	3.00	3.00	2.50	2.50

** Sample 11B: Growing Up With Someone Special

"You can carry the Mac," he said, as we loaded all of his expensive computer equipment into his tiny brown Datsun. "Be careful of all the junk in the back, there...I gotta clean this out sometime...Yea, just set it in the front seat. You'll have to hold the main console on your lap. Wanna move my seat foreword, so I can put the printer in the back? Theres a little lever there...you just pull it to the left and slide...Yeah, there you go. Thanks."

My brother straightened up, nearly banging his head on the roof of the car, and let his back snap and crackle. His loose, long form was too fragile for him to be doing any arduous labor. [Name] was built like my father; very tall and thin, carrying too much of his strength in his legs, and not enough in his back or shoulders. He was on his way to South Albany High School. As a college sophomore majoring in computer science, he now returned to the high school occasionally to give talks and to teach his former high school instructors the latest he'd learned about computer technology. For a ride to school, I was more than willing to help him gather his instruments.

[Name] once had made up his mind - a sure sign that he'd change it soon - that he would be a computer programmer for some large corporation and design incredible new computer games or practical programs using the latest and best programming equipment. Being too much of a fun-lover, poor at money management, and unable to average an A in math, he could not get into the main computer science program at O.S.U., and decided he might just mix computer science with education. After all, he loved giving those talks, and, as he put it, "God is trying to tell me something - to work with people, and not just machines."

Working with people is one of [Name] many talents. He also understands machines fairly well - all except cars. Movies and film have most recently captured his spare time, and with his own little eight-millimeter camera he's created some of what he affectionately calls "the greatest special effects

since sparklers and model airplanes!" Like all his hobbies have been in the past, this new film-fever is very expensive. Although he's always found ways to earn the money he needs to support his costly hobbies - model making, comic book collecting, decorative medieval sword collecting - his funds are rapidly expended and his interests are forever changing.

Part of the reason that my brother can contribute so much of his time and money to his hobbies is his distaste for clothes shopping. [Name] wears the same clothes until they wear out. His Levis often last him several years, and he continues to wear old T-shirts no matter how battered or paint-spattered they become. Family and friends have described him as "extremely casual" but my mother has bluntly called him a slob more than once.

As his sister, I don't care to label my brother at all, except in teasing. All my life I have looked up to and respected my older brother, and no matter what he looks like, in my eyes he's quite handsome. His large and gifted hands have done many a chore and favor for me, and his long legs and big feet have helped him to go jogging with me in the evenings at times when both of us need to relieve stress. Thin and coordinated, with thick black hair and large green eyes, my brother has attracted the interest of many of my friends who visit. His only noticeable flaws are a very large nose and rather underdeveloped muscles - things a computer science teacher would never have need of.

[Name] has always been so good to me that I cannot help but love him. When we first moved to Albany, when [Name] was at the lonely age of thirteen, my brother used to come into my room and say, "Why don't you get your sleeping bag and come stay in my room for the night?" Then we would get a bag of nacho chips and watch late-night television together. By the time I was in middle school, I slept every night in my brother's room on one of his singles, the remains of a broken bunk bed. We listened to music together, ate together, and talked often. Sometimes [Name] would talk Spanish in his sleep, and in the morning I'd tell him about it and laugh at him.

[Name] has always done his best to maintain peace and friendliness between us. On the first night that he went away to college, I crept away to my bedroom. Usually his presence in the room nextdoor was a comfort to me, but when he left I felt alone and scared in the basement. Turning on my light I stared face-to-face with a completely bare waterbed mattress. On my bed was a message: "If you want to know where your sheets are, call me tonight at this number:" thrilled to be in connection with him, I hunted for the bedsheets he'd hidden for all of five minutes before I gave up and called him at his dorm.

As close as we are, that friendship has been strained at time. [Name] and I both went to our first prom on the same night - the South Albany High Junior-Senior Prom of 1985. That was the beginning of his relationship with [Name]. Somehow I had never expected him to have a girlfriend. He probably felt the same way about me and my new boyfriend, because during that time we seemed to avoid each other. Then one night he poured me a glass of gingerale and began talking to me about [Name]. It occured to me then that he wanted me to be happy for him because he was in love, and that he could still love me and [Name] too. Watching him grow up like that felt very strange.

Without our friendship, [Name] and I would not have the happy home we do. Both of us fight with my father and have always been there to comfort one another. He has always made me feel secure and has encouraged me in everything I do. With all his work and hobbies, he still has time for me and includes me. Because of my brother, I have met some people who have become

very dear friends to me, and I have learned some thing that only an older brother can teach. I value him more than anything I could ever own.

There will surely come a time when he will be gone and we will be able to communicate through letters and phone calls only, and I have been preparing myself for that. Perhaps the thought of him leaving scares me less, now that I realize that we will always be able to keep in touch. For, If he's taught me anything at all over the years, he's taught me this: Growing up does not mean growing apart.

11B -	Id	Og	V	Wd	Sn	Wr
Judge 1:	5.00	4.00	5.00	5.00	4.00	4.00
Judge 2:	5.00	4.00	5.00	5.00	5.00	5.00
Score:	5.00	4.00	5.00	5.00	4.50	4.50

** Sample 11C: Life in the Fast Lane

My best friend in the world is [Name]. But he is more than just a friend; he is my bud, my comrade. I think what makes us such good friends is the fact that we have had so many experiences together. We share so many memories, in fact, that is what makes our friendship mean so much to me. [Name] is a part of my memories and my life. Since we met, our lives have been a big adventure.

For example, when we were in the seventh grade, [Name] and I, thinking ourselves to be big men, decided to take a break from school, our parents, and Albany and hitchhike to the coast. We made sure, in a note that we left, it was clear that were not running away because running away was childish. We were just taking a vacation. At any rate, when the day arrived for us to leave, we were ready; we had planned everything; nothing could go wrong. But almost everything did. We started out for Corvallis at our own pace; we weren't in in any hurry because we were free. We didn't get to Corvallis until the end of the day, so we set up camp just outside of town. That night it rained, and we, in our infinite wisdom had forgotten a tent. To make matters worse, we had not brought any blankets either. Needless to say, we didn't get much sleep that first night. Although we had only been gone one day, most of our clothes were dirty; I don't remember why. Anyways, we went to a laundromat and wasted half the day there. When we finally got on the road again, we went about three miles to Philomath where we made camp under a bridge. That night we froze again because the rain had made all the wood too wet to burn. So we tried to get a little sleep by huddling under an emergency blanket made out of aluminum foil. The next day, as we were leaving town, a lady that worked in a store that we had been in, asked us to come in and talk to her. Then the police showed up because the lady had called them and told them that we were runaways. So the police took us home, and although we acted real mad, deep down both of us were glad to be home. But the excitement and misery that we shared on our trip enforceed mine and [Name] friendship greatly.

After our coast trip, [Name] and I started getting in more and more trouble. But soon we began to realize that being in trouble was not all that fun. And although committing illegal acts with a good friend was exciting, once we started getting caught, we decided we had better find something more constructive to do. So we started partying. Soon we were knee deep in the party scene, and when [Name] got his license in 1984, we started partying on wheels. Every weekend [Name] and I would be out cruising the gut, drinking

booze, and scoping the women. But eventually, the partying began to get old, and we sank into another rut in our lives. Then [Name] had his wreck; in one night, [Name] was in jail, his car was totalled, and the good old days were gone forever. After [Name] wreck, we continued to party, but it wasn't just for fun anymore; it was for lack of anything else to do. And so, in a few short years, our adventurous lives had turned sour, and we didn't know why.

But this low swing in our lives was not permanent, and we were determined to get back the spark that had kept us going. In June, 1986, I went through drug rehabilitation because during our partying stage, I got into drugs pretty heavily. I got out of treatment, and [Name] and I got drunk three days later. By January of 1987, I was right back where I started from. But [Name] and I had grown up over the years, and we had learned a few things from our past. We began noticing other friends of ours and how drugs were ruining their lives, and we began to get angry. We started to realize that it was the drugs that had gotten us into the slump we were in, so we decided to quit. Now this was not a first; over the years, we had quit drugs many times, but only for a week or so. Every time that we had quit before, we had thought of it as something we had to do, and that was why we failed. But this time we want to quit, now we hate drugs, and the way they control peoples' minds. And although our lives are a bit more boring, we don't use boredom as an excuse to do drugs. We recognize the simple pleasures in our lives, and we have our self respect back. But most of all, we both realize what a good friend we have in the other.

In a way, [Name] and my lives are still an adventure, but one which we have control over. The experiences and memories that we share will stay with us for the rest of our lives. I would gladly die for [Name], and I know he would die for me but I would never want him to. He is my friend, and that is the greatest reward in life.

11C -	Id	Og	V	Wd	Sn	Wr
Judge 1:	5.00	4.00	5.00	5.00	4.00	4.00
Judge 2:	5.00	4.00	5.00	5.00	4.00	4.00
Score:	5.00	4.00	5.00	5.00	4.00	4.00

SUMMARY

The Language Arts Curriculum Committee conducted an analytic trait writing assessment in the 5th, 7th, 9th and 11th grades in Spring, 1987. The testing procedure conformed to the writing process implemented through the district's Real Writing Project. Student papers were scored by district language arts teachers on six traits that comprise good writing including ideas and content, organization and development, voice, word choice, sentence structure and writing conventions.

The average scores for the analytic traits at each grade level, with one exception, indicate that student papers districtwide were such that observed strengths generally balanced observed weaknesses, i.e., that student writing skills were developing as reasonably expected at their respective grade levels. The exception was the Voice trait in the 11th grade where strengths slightly outweighed weaknesses.

Analytic traits with the highest percentage of observed strengths districtwide were Sentence Structure in the 5th grade and Voice in the 7, 9th and 11th

grades. The Organization and Development trait had the highest percentage of observed weaknesses at all four grades.

While the data presented in this report do provide a general overview of the writing skills that Greater Albany students have developed, they provide more importantly a local norm against which principals and teachers may assess student writing performance in the individual schools. Such awareness will certainly facilitate appropriate planning for writing instruction. The data presented here clearly support a recommendation that some attention be given to the instruction and learning of the writing skills associated with Organization and Development. This focused attention, however, will no doubt be more appropriate and more necessary in some buildings than in others. Building staffs now have the capacity to identify the particular writing strengths and weaknesses of their students, and to provide appropriate instruction in writing.

Analytical Rating Guide

Appendix A

IDEAS AND CONTENT

5 This paper is clear in purpose and conveys ideas in an interesting, original manner that holds the reader's attention. Often, the writing develops as a process of discovery for both reader and writer. Clear, relevant examples, anecdotes or details develop and enrich the central idea or ideas.

- –The writer seems to be writing what he or she knows, often from experience.
- –The writer shows insight–a good sense of the world, people, situations.
- –The writing is often enlivened by spontaneity or a fresh, individual perspective.
- –The writer selects supportive, relevant details that keep the main idea(s) in focus.
- –Primary and secondary ideas are developed in proportion to their significance; the writing has a sense of balance.
- –The writer seems in control of the topic and its development throughout.

3 The writer's purpose is reasonably clear; however, the overall result may not be especially captivating. Support is less than adequate to fully develop the main idea(s).

- –The reader may not be convinced of the writer's knowledge of the topic.
- –The writer seems to have considered ideas, but not thought things through all the way.
- –Ideas, though reasonably clear and comprehensible, may tend toward the mundane; the reader is not sorry to see the paper end.
- –Supporting details tend to be skimpy, general, predictable, or repetitive. Some details seem included by chance, not selected through careful discrimination.
- –Writing sometimes lacks balance: e.g., too much attention to minor details, insufficient development of main ideas, informational gaps.
- –The writer's control of the topic seems inconsistent or uncertain.

1 This paper lacks a central idea or purpose–or the central idea can be inferred by the reader only because he or she knows the topic (question asked).

- –Information is very limited (e.g., restatement of the prompt, heavy reliance on repetition) or simply unclear altogether.
- –Insight is limited or lacking (e.g., details that do not ring true; dependence on platitudes or stereotypes).
- –Paper lacks balance; development of ideas is minimal, or there may be a list of random thoughts from which no central theme emerges.
- –Writing tends to read like a rote response–merely an effort to get something down on paper.
- –The writer does not seem in control of the topic; shorter papers tend to go nowhere, longer papers to wander aimlessly.

(c) 1986, Interwest Applied Research. This document may be used and reproduced without permission for instruction and assessment by state and local educational agencies, colleges and universities. However, the document (or portion thereof) may not be sold, included in a document to be sold, used for commercial purposes, nor attributed to another source without written permission. Revised 11/12/86.

Analytical Rating Guide

ORGANIZATION

5 The writer organizes material in a way that enhances the reader's understanding, or that helps to develop a central idea or theme. The order may be conventional or not, but the sequence is effective and moves the reader through the paper.

- –Details seem to fit where they're placed, and the reader is not left with the sense that "something is missing."
- –The writer provides a clear sense of beginning and ending, with an inviting introduction and a satisfying conclusion ("satisfying" in the sense that the reader feels the paper has ended at the right spot).
- –Transitions work well; the writing shows unity and cohesion, both within paragraphs and as a whole.
- –Organization flows so smoothly that the reader doesn't have to think about it.

3 The writer attempts to organize ideas and details cohesively, but the resulting pattern may be somewhat unclear, ineffective, or awkward. Although the reader can generally follow what's being said, the organizational structure may seem at times to be forced, obvious, incomplete or ineffective.

- –The writer seems to have a sense of beginning and ending, but the introduction and/or conclusion tend to be less effective than desired.
- –The order may not be a graceful fit with the topic (e.g., a forced conventional pattern, or lack of structure).
- –The writer may miss some opportunities for transitions, requiring the reader to make assumptions or inferences.
- –Placement or relevance of some details may be questionable (e.g., interruptive information; writer gets to the point in roundabout fashion).
- –While some portions of the paper may seem unified (e.g., organization within a given paragraph may be acceptable), cohesion of the whole may be weak.

1 Organization is haphazard and disjointed. The writing shows little or no sense of progression or direction. Examples, details, or events seem unrelated to any central idea, or may be strung together helter-skelter with no apparent pattern.

- –There is no clear sense of a beginning or ending.
- –Transitions are very weak or absent altogether.
- –Arrangement of details is confusing or illogical.
- –There are noticeable information "gaps"; the reader is left dangling, or cannot readily see how the writer got from one point to another.
- –The paper lacks unity and solidarity.

Analytical Rating Guide

VOICE

5 The paper bears the unmistakable stamp of the individual writer. The writer speaks directly to the reader, and seems sincere, candid and committed to the topic. The overall effect is individualistic, expressive and engaging; this paper stands out from the others.

- –The reader feels an interaction with the writer, and through the writing, gains a sense of what the writer is like.
- –The paper is honest. There is a real effort to communicate, even when it means taking a risk (e.g., an unexpected approach or revealing of self).
- –The writing is natural and compelling.
- –Tone is appropriate and consistently controlled.
- –The writer's own enthusiasm or interest comes through and brings the topic to life.

3 The writer makes an honest effort to deal with the topic, but without a strong sense of personal commitment or involvement. The result is often pleasant or acceptable, yet not striking or compelling in a way that draws the reader in.

- –The reader has only an occasional or limited sense of interaction with the writer.
- –Writer may seem self-conscious or unwilling to take a risk–may seem to be writing what he/she thinks the reader wants.
- –Paper lacks individuality, or the ring of conviction.
- –The writing communicates, but only in a routine, predictable fashion that tends to make it blend in with the efforts of others.
- –Voice may be inconsistent; it may emerge strongly on occasion, only to shift or even disappear altogether.

1 The writer may not have understood the assignment, or may simply have felt indifferent toward the topic. As a result, no clear voice emerges. The result is flat, lifeless, very mechanical and stilted, or possibly inappropriate.

- –The reader has no sense that this writer was "writing to be read," and experiences virtually no writer-reader interaction.
- –The writing has virtually no individual personality or character; there is no identifiable voice behind the words.
- –There is little or no evidence of the writer's involvement in the topic.

Analytical Rating Guide

WORD CHOICE

5 The writer consistently selects words that convey the intended message in an interesting, precise and natural way. The result is full and rich, yet not overwhelming; every word carries its own weight.

- --Words are specific, accurate, and suited to the subject. Imagery is strong.
- --Lively, powerful verbs give the writing energy, visual appeal, and clarity.
- --Vocabulary may be striking, colorful, or unusual--but the language isn't overdone.
- --Expression is fresh and appealing, fun to read. The writer uses cliches or slang sparingly, and only for effect.
- --The writer may experiment with uncommon words, or use common words in a delightful way.
- --Figurative language, if used, is effective.

3 The writer's word choice is adequate to convey meaning, but the language tends toward the ordinary. The writer doesn't consistently reach for the "best" way to say something, but instead often settles for the first word or phrase that comes to mind. The result is a sort of "generic paper" that sounds familiar, routine, or commonplace.

- --Language communicates quite well, but without a sense of satisfying fullness or power; the reader has the feeling it could have been written better.
- --Imagery may be weakened by overuse of abstract, general language.
- --Though the reader can interpret the meaning quite readily, some words lack precision or vigor.
- --Attempts at the unusual, colorful or difficult are not always successful. The language may seem overdone or calculated to impress rather than natural.
- --Though an occasional phrase may catch the reader's eye, cliches, redundancies and hackneyed phrases pop up with disappointing frequency; there are few surprises or enticing twists.

1 The writer is struggling with a limited vocabulary, often groping for words and phrases to convey meaning. Meaning may be difficult to determine (e.g., the writer says one thing but seems to mean another), or else the language is so vague and abstract that only the broadest, most general sorts of messages are conveyed.

- --Writing is often characterized by monotonous repetition, overwhelming reliance on worn, threadbare expressions, or heavy reliance on the prompt (topic) itself for key words and phrases.
- --Imagery is very weak or absent; the reader lacks sufficient concrete details to construct any mental picture.
- --Words tend to be consistently dull, colorless and trite.
- --In some instances, word choice may seem careless, imprecise, or just plain wrong.

Analytical Rating Guide

SENTENCE STRUCTURE

5 The paper is fluid, and reads easily throughout. It has an easy-on-the ear flow and rhythm when read aloud. Sentences have a strong and rhetorically effective structure that makes reading enjoyable.

- –Sentence structure clearly conveys meaning, with no ambiguity.
- –Writing sounds natural and fluent, with effective phrasing.
- –Sentences are appropriately concise.
- –Varied sentence structure and length add interest.
- –Fragments, if used, are stylistically appropriate. They seem right.

3 Sentences are understandable, but tend to be mechanical rather than fluid. While sentences are usually correct, the paper is not characterized by a natural fluency and grace. Occasional flaws or awkward constructions may necessitate re-reading.

- –Sentence structure sometimes clearly conveys meaning–and sometimes not. Structural problems may sometimes create ambiguity.
- –Some sentences lack energy, character or effectiveness (e.g., they may be hampered by awkward structure, unnecessary complexity, roundabout expression, wordiness, dangling modifiers, ineffective use of passive voice, or repetitious beginnings–"I did this," "I did that").
- –Sentence variety (length or structure) tends to be more the exception than the rule.
- –Fragments, if used, may sometimes be ineffective or confusing.

1 The writing is generally awkward and therefore hard to read aloud. It does not sound natural. Sentences tend to be choppy, incomplete, or so rambling and irregular that it may be difficult to tell where one should end and the next begin.

- – Because sentence structure frequently does not function to convey meaning, reader may pause several times to question what is meant.
- – Sentences lack both fluency and correctness. The writer may not write in conventional sentences at all. Or, sentences may seem stiffly constructed, disjointed, endlessly meandering (e.g., many run-ons), or nonsensical.
- – Short, choppy sentences relentlessly monotonous rhythms or patterns (e.g., subject-verb or subject-verb-object over and over) that produce a jarring or sing-song effect.
- – Fragments are confusing or ineffective. Writer seems to have little grasp of how words fit together, or of where one idea logically stops and the next begins.

Analytical Rating Guide

WRITING CONVENTIONS

5 The writer's skillful use of standard writing conventions (grammar, capitalization, punctuation, usage, spelling, paragraphing) enhances readability. There are no glaring errors. In fact, while the paper may not be flawless, errors tend to be *so* minor that the reader can easily overlook them unless searching for them specifically. (Deliberate, controlled deviations from convention–in dialogue, for instance–are acceptable, provided they enhance the overall effect.)

- –Grammar (e.g., noun-verb agreement; noun-pronoun agreement; verb tense; forms of nouns, verbs, pronouns and modifiers) is essentially correct.
- –Punctuation is smooth and enhances meaning. Informalities, such as dashes or contractions, are allowed.
- –Spelling is generally correct, even on more difficult words.
- –Usage is generally correct, or acceptable given the purpose of the writing. The writer avoids double negatives (e.g., *couldn't hardly*) and nonstandard usage (e.g., *could of* been, *more better*, she *had ought* to do it, *irregardless*, *leave me* figure this out). Informalities (e.g., *you will find* rather than the more formal *one will find*) are acceptable.
- –Paragraphing (i.e., indenting) works in harmony with the inherent organization of the paper.

3 Errors in writing conventions are noticeable and begin to impair readability. Reader can follow what is being said overall, but may need to pause or re-read on occasion.

- –Occasional problems in grammar disrupt the flow of the writing. For example, agreement may be inconsistent; or there may be shifts in tense, improper verb forms (e.g., *lay down* here), improper pronoun forms (*theirselves*, *me and Jim* will go), use of adjectives for adverbs (he did *good*), and so on.
- –Punctuation, capitalization and spelling errors may be sufficiently frequent or serious to momentarily distract the reader.
- –Some usage problems (e.g., double negatives, use of nonstandard expressions such as *irregardless*) may be evident.
- –Paragraphing is attempted, but paragraphs may not always begin at the right places. As a result, paragraph structure (indenting) does not always complement the paper's inherent organization.

1 Numerous errors in usage and grammar, spelling, capitalization and/or punctuation consistently distract the reader, taking attention away from the writer's message and severely impairing readability.

- –The student shows very limited understanding of or ability to apply conventions.
- –Errors in grammar and usage are frequent and tend to be very noticeable.
- –Basic punctuation may be omitted, haphazard, or just plain wrong.
- –Capitalization is often incorrect or highly inconsistent.
- –Spelling errors tend to be frequent, even on common words.
- –Paragraphing is illogical or arbitrary (e.g., paragraphs almost never seem to begin in the right places.)

GREATER ALBANY WRITING ASSESSMENT * SPRING 1986-87 08-15-1987

[redacted] CMS/SUNRISE (5)

-- Analytic Trait ----	Score	- - - 1 - - - 2 - - - 3 - - - 4 - - - 5
1. Ideas and Content	4.00	[]
2. Organization	3.50	[][][][][][][][][][][][][][][][][][]
3. Voice	4.00	[]
4. Word Choice	4.00	[]
5. Sentence Structure	4.00	[]
6. Writing Conventions	4.50	[]

LEGEND: 1=Unskilled 2=Rudimentary 3=Developing 4=Maturing 5=Polished

This sample printout displays numerically and graphically the results for a 5th grade student (name blotted out) who took the writing test while at Sunrise Elementary School but who now attends Calapooia Middle School (CMS).

GREATER ALBANY PUBLIC SCHOOL DISTRICT 8J

1986-87 DISTRICT WRITING ASSESSMENT

GROUP: Calapooia Middle School 7th Grade

ANALYTIC TRAIT: Writing Conventions

SCORE	FREQUENCY	SKILL LEVEL	PERCENT
1.00	0	Unskilled	
1.25	0	1.00 - 1.25	0
1.50	2		
1.75	1	Rudimentary	
2.00	18		29
2.25	3	1.26 - 2.50	
2.50	27		
2.75	5	Developing	
3.00	57		38
3.25	4	2.51 - 3.49	
3.50	32		
3.75	0	Maturing	
4.00	16		31
4.25	0	3.50 - 4.74	
4.50	6		
4.75	0	Polished	
5.00	2	4.75 - 5.00	1

STUDENTS = 173 AVERAGE SCORE = 3.04

PERCENT OF PAPERS WHERE...

STRENGTHS OUTWEIGH WEAKNESSES: 32
STRENGTHS BALANCE WEAKNESSES: 38
WEAKNESSES OUTWEIGH STRENGTHS: 30

07-25-1987

Appendix D

1986-87 DISTRICT WRITING ASSESSMENT
GREATER ALBANY PUBLIC SCHOOLS

SUMMARY RESULTS TABLE
5th GRADE

		Frequency of Scores						Percentage of Scores					
Grade 5	Score	Id	Og	V	Wd	Sn	Wr	Id	Og	V	Wd	Sn	Wr
Unskilled	1.00	1	2	0	0	1	6						
1.00-1.25	1.25	2	1	0	0	3	2	1	1	0	0	1	2
	1.50	5	10	1	4	6	11						
Rudimentary	1.75	4	2	0	0	3	10						
	2.00	47	98	19	21	44	64	27	46	14	20	30	35
1.26-2.50	2.25	19	39	3	9	16	18						
	2.50	57	79	49	64	78	71						
Developing	2.75	27	29	13	27	23	36						
	3.00	207	123	250	264	143	115	51	35	59	61	39	34
2.51-3.49	3.25	17	21	31	11	27	20						
	3.50	39	45	71	50	48	55						
Maturing	3.75	7	5	5	7	14	20						
	4.00	54	33	43	36	79	57	22	18	26	20	30	29
3.50-4.74	4.25	3	2	0	0	1	1						
	4.50	7	5	8	4	9	10						
Polished	4.75	0	1	0	0	0	0						
4.75-5.00	5.00	1	2	4	0	2	1	0	1	1	0	0	0

	Id	Og	V	Wd	Sn	Wr
Percent of 5th grade papers where...						
Strengths outweigh weaknesses:	22	19	27	20	30	29
Strengths balance weaknesses:	51	35	59	61	39	34
Weaknesses outweigh strengths:	27	46	14	19	31	37

Id = Ideas and Content
Og = Organization and Development
V = Voice (Style)
Wd = Word Choice
Sn = Sentence Structure
Wr = Writing Conventions

Revised 08/28/87

1986-87 DISTRICT WRITING ASSESSMENT
GREATER ALBANY PUBLIC SCHOOLS

SUMMARY RESULTS TABLE
7th GRADE

		Frequency of Scores						Percentage of Scores					
Grade 7	Score	Id	Og	V	Wd	Sn	Wr	Id	Og	V	Wd	Sn	Wr
Unskilled	1.00	1	2	1	0	3	3						
1.00-1.25	1.25	1	0	0	1	2	1	0	0	0	0	1	1
	1.50	5	10	2	2	5	7						
Rudimentary	1.75	1	1	0	1	3	3						
	2.00	38	90	17	11	23	36	28	47	11	14	20	30
1.26-2.50	2.25	12	25	3	1	13	12						
	2.50	63	73	23	45	43	68						
Developing	2.75	18	25	14	17	23	17						
	3.00	173	114	220	265	177	132	48	35	59	69	50	39
2.51-3.49	3.25	12	11	16	14	12	16						
	3.50	47	35	90	43	68	79						
Maturing	3.75	6	4	4	3	4	4						
	4.00	42	31	28	20	41	38	23	18	30	16	29	30
3.50-4.74	4.25	1	1	0	0	1	0						
	4.50	4	4	6	2	8	9						
Polished	4.75	0	0	0	0	0	0						
4.75-5.00	5.00	3	1	3	2	1	2	1	0	1	0	0	0

	Id	Og	V	Wd	Sn	Wr
Percent of 7th grade papers where...						
Strengths outweigh weaknesses:	24	18	31	16	29	30
Strengths balance weaknesses:	48	35	59	69	50	39
Weaknesses outweigh strengths:	28	47	10	15	21	31

Id = Ideas and Content
Og = Organization and Development
V = Voice (Style)
Wd = Word Choice
Sn = Sentence Structure
Wr = Writing Conventions

1986-87 DISTRICT WRITING ASSESSMENT
GREATER ALBANY PUBLIC SCHOOLS

SUMMARY RESULTS TABLE
9th GRADE

		Frequency of Scores						Percentage of Scores					
Grade 9	Score	Id	Og	V	Wd	Sn	Wr	Id	Og	V	Wd	Sn	Wr
Unskilled	1.00	0	0	0	0	0	0						
1.00-1.25	1.25	0	0	0	0	0	0	0	0	0	0	0	0
	1.50	0	3	0	0	4	7						
Rudimentary	1.75	0	3	0	0	0	2						
	2.00	31	77	2	10	21	46	21	37	5	14	20	27
1.26-2.50	2.25	16	14	4	7	5	9						
	2.50	49	74	19	47	62	63						
Developing	2.75	20	26	15	20	37	28						
	3.00	211	142	242	284	202	160	53	40	60	70	54	43
2.51-3.49	3.25	13	16	19	20	10	9						
	3.50	68	67	94	45	77	81						
Maturing	3.75	13	7	14	5	4	7						
	4.00	31	27	42	17	29	40	26	23	35	15	25	30
3.50-4.74	4.25	1	0	1	0	4	3						
	4.50	6	6	9	4	4	6						
Polished	4.75	0	0	0	1	0	0						
4.75-5.00	5.00	4	1	2	3	4	2	1	0	0	1	1	0

	Id	Og	V	Wd	Sn	Wr
Percent of 9th grade papers where...						
Strengths outweigh weaknesses:	27	23	35	16	26	30
Strengths balance weaknesses:	53	40	60	70	54	43
Weaknesses outweigh strengths:	20	37	5	14	20	27

Id = Ideas and Content
Og = Organization and Development
V = Voice (Style)
Wd = Word Choice
Sn = Sentence Structure
Wr = Writing Conventions

1986-87 DISTRICT WRITING ASSESSMENT
GREATER ALBANY PUBLIC SCHOOLS

SUMMARY RESULTS TABLE
11th GRADE

		Frequency of Scores						Percentage of Scores					
Grade 11	Score	Id	Og	V	Wd	Sn	Wr	Id	Og	V	Wd	Sn	Wr
Unskilled	1.00	0	2	1	0	1	1						
1.00-1.25	1.25	0	2	0	0	0	0	0	1	0	0	0	0
	1.50	2	5	2	2	3	3						
Rudimentary	1.75	1	1	1	0	0	2						
	2.00	8	24	2	8	18	34	11	24	4	10	16	23
1.26-2.50	2.25	19	26	1	14	12	20						
	2.50	26	67	16	29	51	58						
Developing	2.75	20	35	14	35	36	40						
	3.00	187	132	152	219	139	100	45	39	42	54	40	32
2.51-3.49	3.25	21	31	49	24	32	25						
	3.50	87	70	94	83	99	99						
Maturing	3.75	25	13	37	18	24	13						
	4.00	56	58	60	44	57	65	40	34	47	33	41	43
3.50-4.74	4.25	10	7	17	10	13	14						
	4.50	28	25	34	12	17	27						
Polished	4.75	5	7	7	4	5	4						
4.75-5.00	5.00	17	7	25	10	5	7	4	3	6	3	2	2

Percent of 11th grade papers where...	Id	Og	V	Wd	Sn	Wr
Strengths outweigh weaknesses:	44	37	53	36	43	45
Strengths balance weaknesses:	45	39	42	54	40	32
Weaknesses outweigh strengths:	11	24	5	10	17	23

Id = Ideas and Content
Og = Organization and Development
V = Voice (Style)
Wd = Word Choice
Sn = Sentence Structure
Wr = Writing Conventions

Revised 08/28/87

---

1. Name _____ 1986-87
[Print: LastName, FirstName] 5th

2. __ __ __ Teacher Number

3. __ __ __ School Number [School numbers are listed below.]

4. __ __ __ Number of Middle School You'll Attend Next Year

5. __ __ __ Number of High School You'll Attend

Elementary School

101 - Central
102 - Clover Ridge
103 - Crabtree
104 - Fir Grove
105 - Lafayette
106 - Liberty
107 - North Albany
108 - Oak
109 - Oak Grove
110 - Periwinkle
111 - South Shore
112 - Sunrise
113 - Takena
114 - Tangent
115 - Waverly

Middle School

116 - Calapooia Middle
117 - Memorial Middle
118 - North Albany Middle

High School

119 - South Albany High
120 - West Albany High

Writing Assignment:

Think of a special friend you have, did have once, or would like to have in the future. What are some things about this person that make you value his or her friendship? This person might have had some particularly good qualities, a special personality, or might have been especially helpful to you, or just have been enjoyable company. In your writing, be sure to include these things:

- name the friend;
- tell what it is about the person that is so important to you; and
- use specific examples that show why you value this person's friendship.

Greater Albany School District 8J

5

Writing Assessment: Analytic Trait Scoring

Judge #2 _____

	1	2	3	4	5
Ideas and Content =	1	2	3	4	5 6 7 8 9
Organization =	1	2	3	4	5 6 7 8 9
Voice =	1	2	3	4	5 6 7 8 9
Word Choice =	1	2	3	4	5 6 7 8 9
Sentence Structure =	1	2	3	4	5 6 7 8 9
Writing Conventions =	1	2	3	4	5 6 7 8 9
	1	2	3	4	5

Judge #1 _____

	1	2	3	4	5
Ideas and Content =	1	2	3	4	5 6 7 8 9
Organization =	1	2	3	4	5 6 7 8 9
Voice =	1	2	3	4	5 6 7 8 9
Word Choice =	1	2	3	4	5 6 7 8 9
Sentence Structure =	1	2	3	4	5 6 7 8 9
Writing Conventions =	1	2	3	4	5 6 7 8 9
	1	2	3	4	5

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX